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ABSTRACT

This booklet provides information on the approval and accreditation of degrees and related qualifications for New Zealand institutions, government training establishments, and private training establishments. The first of the booklet's eight sections explains the criteria for approval of New Zealand degree and related courses and for accreditation of their providers. Section 2 provides a contact for inquiries regarding those universities not governed by the New Zealand Qualifications Authority (NZQA). The third section focuses on applications for the approval of degree and postgraduate courses and accreditation of their providers by NZQA. Section 4 outlines the evaluation process of the applications. Sections 5-8 detail rules and procedures for the following: (1) approval of degree and postgraduate courses; (2) accreditation of providers of degree and postgraduate courses (3) approval of bachelor's and master's research degrees and of postgraduate research diplomas; and (4) accreditation of providers of bachelor's and master's research degrees and of postgraduate research diplomas. Appendixes include information on the following: applications and the evaluation process; academic regulations; types of amendments to NZQA degree and postgraduate qualifications already approved; definitions of degree and research; and an extract from the Code of Practice on Post-Graduate Training and Research. (YLB)

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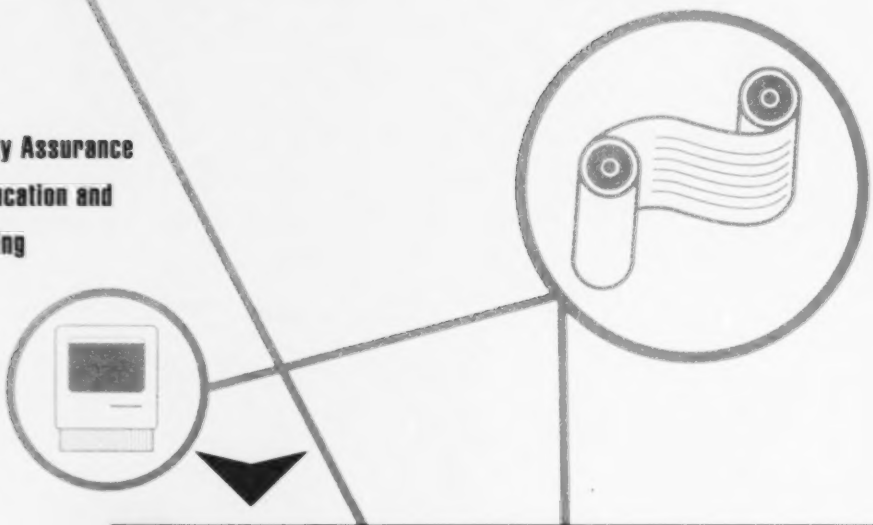

Quality Assurance in Education and Training

The Approval and Accreditation of Degrees and Related Qualifications

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NEW ZEALAND QUALIFICATIONS AUTHORITY
Mana Tohu Matauranga o Aotearoa

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The aim of the New Zealand Qualifications Authority is to co-ordinate an accessible and flexible qualifications system which meets New Zealand's needs and internationally recognised standards.

The Authority's main functions are to:

- co-ordinate all qualifications in post-compulsory education and training (from upper secondary to degree level) so they have a purpose and relationship to one another that the public and students can understand;
- set and regularly review standards as they relate to qualifications;
- ensure New Zealand qualifications are recognised overseas and overseas qualifications are recognised in New Zealand;
- administer national examinations, both secondary and tertiary.

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This document replaces *Approval and Accreditation for Degree Programmes, 24 October 1990*. Except in circumstances resulting from changes in legislation or other unforeseen events, all policy and procedures published in this document will remain in force until any revised edition is published.

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April 1993

PARTNERSHIP

The Qualifications Authority recognises that integral to its operations, both internal and external, is the need to be responsive to the aspirations, needs and concerns of the Maori people. The following will therefore be taken into account when implementing the principles and processes contained in this document:

honouring the principles of the Treaty of Waitangi through exercising the Authority's power of government reasonably and in good faith, so that the Maori interests specified in the Treaty are actively protected;

eliminating the gaps which exist in relation to the educational, personal, social, cultural and economic well-being of Maori people, and which do not result from individual or cultural preferences;

providing opportunities for Maori people to develop economic activities as a sound base for realising their aspirations, to promote their self-sufficiency and to eliminate attitudes of dependency;

providing for Maori language and culture to receive an equitable allocation of resources and a fair opportunity to develop, having regard to the contribution made by Maori language and culture towards the development of a unique New Zealand identity.

Responsiveness is an issue of equal importance to the Maori people and to other New Zealanders. The Qualifications Authority will operate in a way which ensures that responsiveness is part of everyday operations.

1 CRITERIA FOR APPROVAL OF NEW ZEALAND DEGREE AND RELATED COURSES AND ACCREDITATION OF THEIR PROVIDERS

The Qualifications Authority is charged under Part XX of the Education Act 1989 *et seq* with determining criteria for course approval in and accreditation of institutions, government training establishments (GTEs) and private training establishments (PTEs).

Section 260(1) of the Act specifies that the powers of the Qualifications Authority under Sections 258 (approval of courses) and 259 (accreditation of providers) are exercisable by the New Zealand Vice-Chancellors' Committee, acting in place of the Authority in relation to those universities established under s162(1)(a) or s162(2). Section 260(3) requires that the Vice-Chancellors' Committee apply the criteria established for course approval and the accreditation of providers.

The Authority has undertaken the consultation required by Section 253(2)(a) of the Act. It has established criteria for particular categories of application for course approval and accreditation. These criteria were published in the *New Zealand Gazette* on 15 October 1992.

The categories are:

a All applications in respect of courses of study or training leading to an award described as a 'degree' or the description of which includes the word 'bachelor', 'master' or 'doctor' provided (i) by institutions other than the universities established under s162(1)(a) or s162(2), or (ii) by registered establishments (including any permitted under s264 to use the term 'university', 'college of education' or 'polytechnic' to describe an educational establishment or facility).

b All applications in respect of courses of study or training provided by universities established under s162(1)(a) or s162(2).

Degrees and other qualifications offered by universities established under s162(1)(a) or s162(2) therefore require approval and accreditation by the Academic Programmes Committee of the New Zealand Vice-Chancellors' Committee. All other degree and postgraduate qualifications require approval and accreditation by the New Zealand Qualifications Authority.

The Qualifications Authority (or any body exercising powers of approval and accreditation under the provisions of the Act), or the New Zealand Vice-Chancellors' Committee, must satisfy itself, in terms of the detailed procedures and rules approved by the Authority or the Vice-Chancellors' Committee respectively, as to the standard and quality of every course in regard to the following criteria:

1 *The acceptability of the proposed course to the relevant academic, industrial, professional and other communities in terms of its stated objectives, nomenclature, content and structure.*

2 *The adequacy and appropriateness of the regulations that specify requirements for admission, credit for previous study, recognition of prior learning, course structure, assessment procedures and the normal progression.*

3 *The availability of appropriate academic staffing, teaching and research facilities, and support services.*

4 *The adequacy of the means of ensuring that assessment and appeals procedures are appropriate, given the stated objectives, and fair; and*

5 *The adequacy of the provisions for monitoring course standards and quality, for reviewing course regulations and content, and for determining whether the course shall continue to be offered.*

Information regarding the application of the criteria in respect of categories (a) and (b) must be made available to the Authority to enable it to carry out the functions required under s260.

These rules and procedures will be supplemented (after consultation) by information on the arrangements for handling applications that involve (a) teaching by two or more providers; (b) the joint award of the qualification by two or more providers; (c) contract or franchise arrangements between two or more providers; (d) delivery in New Zealand of an overseas qualification; and (e) delivery overseas of a New Zealand qualification. In all collaborative arrangements a Memorandum of Co-operation will be required, covering all aspects of the academic management of the course, including quality management procedures.

2 APPLICATIONS FOR APPROVAL OF DEGREE AND OTHER COURSES AND ACCREDITATION OF THEIR PROVIDERS IN NEW ZEALAND UNIVERSITITES ESTABLISHED UNDER S162(1)(A) OR S162(2)

Please refer all enquiries to:

The Secretary

The Academic Programmes Committee

New Zealand Vice Chancellors' Committee

P O Box 11-915

WELLINGTON

3 APPLICATIONS FOR THE APPROVAL OF DEGREE AND POSTGRADUATE COURSES AND ACCREDITATION OF THEIR PROVIDERS BY THE NEW ZEALAND QUALIFICATIONS AUTHORITY

Institutions (other than universities established under s162(1)(a) or s162(2)), and government and private training establishments wishing to offer degree or postgraduate courses (i.e. courses for which a degree is the natural prerequisite) should forward to the Chief Executive of the Qualifications Authority a letter of application and the following documentation.

Applications will be received at any time by the Qualifications Authority. The closing date for applications for new degrees or postgraduate qualifications intended for introduction in the following year is 1 March.

Reference may be made to previous documentation lodged with the Qualifications Authority.

At present, the Authority is excluding Doctoral degrees from the provisions for research qualifications. When they need to be included, appropriate amendments will be made.

Documentation accompanying an application must include:

Administration

1 *The name of the provider*

2 *Name of contact person*

3 *Position of contact person*

4 *Addresses*

Postal

Street

5 *Telephone number*

6 *Fax number*

7 *The name of the course*

8 *Signed applicant contract*

9 *Initial payment*

10 *Panel membership: nominations for panel members, including a curriculum vitae and evidence of support for each nominee.*

Academic

11 *Statement of the aims and objectives of the course.*

12 *Statement of industry, professional and Maori involvement in the development of the course.*

13 *Letters of support for the course from appropriate national and/or international academic, industry, professional and/or Maori organisations or interest groups.*

14 *Brief description of the structure of the course, including such matters as the balance of compulsory and elective components, the distribution of time between theory and practical activity, and the number of types or methods of assessment.*

15 *Duration of the course with proposed start and finish dates.*

16 *Brief course statements for each subject including course objectives, outline of content and recommended reading and resource lists.*

17 *Statement of the rationale governing assessment and the standards that students will need to meet.*

18 *Statement regarding the internal procedures that will be employed to make minor changes (in terms of APPENDIX THREE) to the course.*

19 *Statement of the relationship of the course to other courses, including*

those in the postgraduate area.

20 *A copy of the course regulations.*

21 *Statement of approval from the controlling authority of the institution, government training establishment or private training establishment.*

22 *List of the course team, with full qualifications and experience, both teaching and support staff.*

23 *Description of the constitution and operation of academic staff and course committees.*

24 *Statement of staff:student ratios.*

25 *Funding sources for the course (EFTS, cost-recovery, etc.).*

26 *Costs to students, including course materials and other incidentals.*

27 *Statement of professional development plans.*

28 *Statement of quality systems used for moderation processes and external participation in such moderation.*

29 *Statement of resources, including accommodation, facilities and equipment.*

30 *Statement of student facilities and support services.*

31 *A proposed date for review (guidelines for review are being developed).*

Monitoring

32 *Nominations for external monitors, including a curriculum vitae for each nominee.*

See *Monitoring Non-university Degree Programmes*, New Zealand Qualifications Authority. Note that this document will be modified during 1993 to take further account of research degrees.

4 EVALUATION OF APPLICATIONS

- Applications will be evaluated initially on the basis of their documentation.
- Supplementary information may be requested.
- Meetings will be held with an evaluation team of academic staff and practitioners to determine whether all criteria for approval and accreditation have been met.
- Individual schedules for the evaluation process will be forwarded to the applicant with the Authority's acknowledgment of application.
- The Board of the Qualifications Authority will determine, on the basis of the evaluation team's report, whether course approval and accreditation should be granted and on what terms.

Rules and procedures for approval and accreditation are detailed on the following pages. Courses are viewed either as **taught** courses or as **research** courses. Qualifications with a significant research component will be treated as research courses for the purposes of approval and accreditation.

5 RULES AND PROCEDURES FOR THE APPROVAL OF TAUGHT DEGREE AND POSTGRADUATE COURSES

The following requirements must be met:

1 *The academic regulations state clearly and fully:*

- the regulations for enrolment in, and completion of the course;
- the pattern of assessment; and
- appropriate provisions for cross-crediting or other recognition of prior learning.[1]

2 *The course is described in terms of learning outcomes.*

3 *The course is accepted as worthy of approval by the relevant wider communities (academic, professional, industry, Maori); and, where appropriate, its content is accepted by Maori cognisant of their tribal tikanga reo traditions and as a reflection of their aspirations for quality learning and standards in accordance with te Reo me ona Tikanga.*

4 a *The organisation of the course promotes appropriate self-directed learning and achievement.*

b *The course is structured to provide a sound and balanced academic progression.*

c *The course provides components of knowledge and skills acquisition, problem solving, and research appropriate to each subject and level within it.*

d *Assessment rationale, standards and methods are fully documented, pedagogically sound, relate closely to the course objectives and are communicated to students before the relevant teaching begins.*

e *No aspect of course delivery creates unnecessary barriers to access.*

[1] *See* ***APPENDIX TWO*** *for details of topics normally covered in academic regulations*

5 *The course is modular where appropriate and units may be applied to other qualifications, if compatible with their requirements.*

6 a *The course has the potential to achieve and maintain comparative equivalence with other New Zealand and international courses at this level and in this subject or field.*

b *Prerequisites and admission requirements are appropriate and fair.*

c *The course provides an appropriate foundation for further study and research.*

6 RULES AND PROCEDURES FOR THE ACCREDITATION OF PROVIDERS OF TAUGHT DEGREE AND POSTGRADUATE COURSES

The Qualifications Authority must be satisfied at the conclusion of the accreditation process that the provider has the capacity to meet the requirements, specified below.

1 a *The educational objectives of the provider include a commitment to the provision of such courses at a level acceptable to the national and international academic communities, and to the use of appropriate performance indicators.*

b *The administrative, financial and academic capacity of the provider is sufficient to sustain a continuing programme at this level.*

2 a *The academic staff have sufficient access to members and practitioners of cognate disciplines to permit peer review and support including, if appropriate, sufficient access to the Maori language.*

b *There is a structured moderation and internal review procedure within the institution, associated with the Academic Board, and compatible with the Qualifications Authority's monitoring requirements.*

3 *The teaching staff involved in the course:*

a *are adequate in number and appropriately qualified for the outcomes of the course to be met (experience in Maori language and culture, and appropriate knowledge, skills and tikanga will be a requirement for providing some courses).*

b *demonstrate significant and verifiable involvement in research, which is to be understood as:*

- fundamental and/or applied research;
- professional consultancy;
- professional practice;
- scholarship;
- the creation of original artistic works;

- development;
- research and development.[2]

c *have significant and verifiable experience and/or expertise in teaching, and in the supervision of research.*

4 *There is sufficient appropriately qualified support staff for the outcomes of the course to be met.*

5 *Accommodation, learning facilities and other physical resources are appropriate, adequate and accessible.*

6 *Student facilities and/or support services meet acceptable standards including cultural and equity requirements.*

7 a *Assessment is externally moderated.*

b *All degree-level courses are subject to periodic and effective external peer review.*

c *External moderation and peer review include, where appropriate, industry, professional and Maori representatives.*

PANEL RECOMMENDATION

The panel will conclude its report by considering whether it is able to recommend:

"that be accredited and authorised by the New Zealand Qualifications Authority to offer the degree (or postgraduate qualification) of as an award that satisfies the requirements of s.254(3)[3] and s264(3) of the Education Act 1989 and its amendments and the approval and accreditation criteria established by the Authority under s253(1)(d) and (e) of the Act".

[2] *Refer to* ***APPENDIX FOUR*** *for a full discussion of these categories.*

[3] *"(3) The Authority shall not consent to the granting of an award that is described as a 'degree' unless it is satisfied that the award recognises the completion of a course of advanced learning that:*

(a)Is taught mainly by people engaged in research; and

(b)Emphasises general principles and basic knowledge as the basis for self-directed work and learning."

7 RULES AND PROCEDURES FOR THE APPROVAL OF BACHELORS AND MASTERS RESEARCH DEGREES AND OF POSTGRADUATE RESEARCH DIPLOMAS

For 1993, these rules and procedures apply to *Master's degree by thesis* only. The following requirements must be met:

1 *The academic regulations state clearly and fully:*

a *The requirements for enrolment (e.g. academic prerequisites; any experience requirement; acceptance as a candidate for the course; who recommends acceptance and who grants it on behalf of the institution or establishment);*

b *The nature of the research activities acceptable for the course (e.g. original investigation; review of literature; creative work – see various provisions of New Zealand universities' research qualifications at these levels);*

c *Any components of course work and/or field work required in addition to the thesis, and the weighting to be given them;*

d *Any provision for requiring preliminary or concurrent study to support the research programme (e.g. research methods; computing or other skills);*

e *Minimum and maximum periods of registration for full-time and part-time students, including any special arrangements for staff members, together with provisions for backdating, extending or suspending registration;*

f *Requirements for attendance as an internal student and any provisions for undertaking research at other sites;*

g *Provisions for transferring registration between different research courses within the applicant institution or establishment, or between institutions or establishments;*

h *Supervision and regular reporting arrangements, and provision for students to make formal complaints against unsatisfactory supervision;*

i Requirements for submission of the thesis (e.g. length, format, certification regarding own work, presentation for only one qualification);

j Assessment arrangements including, in respect of theses:

- the criteria for the appointment of examiners;[4]
- the role of supervisor(s) in assessment;
- the format and requirements for examiners' reports;
- provisions for oral examinations;
- the range of recommendation options open to examiners; and
- the arrangements for presenting the composite recommendation of the examiners;

k The procedure to be used when examiners disagree, provisions for the resubmitting of a thesis, and the range of recommendations available to examiners on a resubmitted thesis;

l Procedures available to candidates in the institution or establishment for appeal against any failure of a thesis, any appeal to be on defined grounds relating to alleged inadequate or unfair examining;

m Criteria if there is to be provision for the award of a degree with Distinction or Merit.

2 *The course is described in terms of learning outcomes.*

3 *The course is accepted as worthy of approval by the relevant wider communities (academic, professional, industry, Maori); and, where appropriate, its content is accepted by Maori cognisant of their tribal tikanga reo traditions and as a reflection of their aspirations for quality learning and standards in accordance with te Reo me ona Tikanga.*

[4] *For all theses covered by these rules and procedures the Qualifications Authority requires there to be two examiners, at least one of whom must be external.*

4 a *The organisation of the course promotes appropriate self-directed learning and achievement.*

b *Prerequisites and admission requirements are appropriate and fair.*

c *No aspect of course delivery creates unreasonable barriers to access.*

d *Documents in regard to the following matters are of an acceptable standard and are made available readily to appropriate users:*

- the composition and responsibilities of the committee or officers dealing with research courses on behalf of the institution or establishment;
- the responsibilities and duties of the supervisor and of the research student;[5]
- notes for examiners of research courses.

5 *The course has the potential to achieve and maintain comparative equivalence with other New Zealand and international courses at this level in this subject or field.*

Refer to ***APPENDIX FIVE*** *for material based on the* ***Code of Practice on Postgraduate Training and Research*** *of the UK Committee of Vice-Chancellors and Principals, July 1986*

8 RULES AND PROCEDURES FOR THE ACCREDITATION OF PROVIDERS OF BACHELORS AND MASTERS RESEARCH DEGREES AND OF POSTGRADUATE RESEARCH DIPLOMAS

The Qualifications Authority must be satisfied at the conclusion of the accreditation process that the provider has the capacity to meet the requirements specified below.

1 a *The educational objectives of the provider include a commitment to the provision of degree courses at a level acceptable to the national and international academic communities, and to the use of appropriate performance indicators.*

b *The administrative, financial and academic capacity of the provider is sufficient to sustain a continuing research degree programme.*

2 a *The academic staff have sufficient access to members and practitioners of cognate disciplines to permit peer review and support including, if appropriate, sufficient access to the Maori language.*

b *There is a structured moderation and internal review procedure within the institution, associated with the Academic Board, and compatible with the Qualifications Authority's monitoring requirements.**

3 *The teaching staff involved in the course:*

a *Are adequate in number and appropriately qualified for the outcomes of the course to be met (experience in Maori language and culture, and appropriate knowledge, skills and tikanga will be a requirement for providing some courses).*

b *Demonstrate significant and verifiable involvement in research, which is to be understood as:*

- fundamental and/or applied research;
- professional consultancy;

* *The Qualifications Authority document* ***Monitoring Non-university Degree Programmes, February 1992*** *will be modified during 1993 to take fuller account of research degrees.*

- professional practice;
- scholarship;
- the creation of original artistic works;
- development;
- research and development.[7]

c *Have significant and verifiable experience and/or expertise in teaching and the supervision of research, at a level appropriate to the responsibilities this particular research degree will entail.*

4 *There are sufficient appropriately qualified support staff for the outcomes of the course to be met.*

5 *Accommodation, learning facilities and other physical resources are appropriate, adequate and accessible.*

6 *Student facilities and/or support services meet acceptable standards and the full range of cultural and equity requirements.*

7 a *Assessment of any taught components is externally moderated (in addition to the external examination of theses).*

b *All research degree courses are subject to periodic and effective external peer review.*

c *External moderation and peer review include, where appropriate, industry, professional and Maori representatives.*

[7] *Refer to* ***APPENDIX FOUR*** *for a full discussion of these categories.*

PANEL RECOMMENDATION

The panel will conclude its report by considering whether it is able to recommend:

"that _____ be accredited and authorised by the New Zealand Qualifications Authority to offer the degree (or postgraduate qualification) of _____ as an award that satisfies the requirements of s.254(3) and s264(3) of the Education Act 1989 and its amendments and the approval and accreditation criteria established by the Authority under s253(1)(d) and (e) of the Act".*

* *"(3) The Authority shall not consent to the granting of an award that is described as a 'degree' unless it is satisfied that the award recognises the completion of a course of advanced learning that:*

(a)Is taught mainly by people engaged in research; and

(b)Emphasises general principles and basic knowledge as the basis for self-directed work and learning."

APPENDIX ONE

APPLICATIONS AND THE EVALUATION PROCESS

The Qualifications Authority is committed to the concept of peer evaluation of all proposals. Only in cases where proposals are supported by academic and professional peers is there likely to be a positive recommendation to the Board of the Qualifications Authority. The Qualifications Authority will undertake a rigorous evaluation according to defined rules and procedures to be assured of the academic and professional integrity of a degree or postgraduate qualification proposal.

Letters or other clear evidence of support are required so that the Qualifications Authority can be assured that the relevant professional or advisory group has undertaken detailed dialogue with the applicant, supports in principle the specific application, and has supplied nominated representatives (or concurred with suggested nominations) for the evaluation panel.

The Qualifications Authority expects this process of consultation to be completed before the application is lodged.

Applications

1 *Application documents for approval of degree or postgraduate courses and accreditation of their providers should contain the required documentary material and conform to the rules and procedures.*

2 *Applications should include nominations (with curricula vitae) for the evaluation panel. The Qualifications Authority requires a minimum of two nominations for each position on the evaluation panel (except that of the Qualifications Authority officer and the independent chairperson). The panel will be chosen by the Authority, with regard to the overall balance of the panel including Maori and gender representation.*

The appointed evaluation panel will comprise:

- independent chairperson;
- two university academics with relevant experience;

- a senior academic from the applying institution, but from a different discipline or, if the applicant is a private training establishment, a senior academic from the same or a similar establishment;

- a college of education senior academic if the applicant is a polytechnic, or polytechnic senior academic if the applicant is a college of education or, if the applicant is a private or government training establishment, a senior academic from another institution, other than a university;

- two representatives from the relevant professional bodies or equivalent;

- the New Zealand Qualifications Authority officer who has overall responsibility for the approval and accreditation process.

The applicant is responsible for seeking from the NZ Vice-Chancellors Committee (NZVCC) their nominations for university academics including their agreement to the nomination of any overseas persons. To obtain these nominations the office of the NZVCC should be contacted directly.

The applicant also secures polytechnic, college of education and professional association nominations.

These nominations should be endorsed by the relevant professional associations: the Association of New Zealand Polytechnics (APNZ) for polytechnic nominees; and New Zealand Council of Teacher Education (NZCTE) for college of education nominees. In the case of private training establishment nominees, if there is no obvious professional association, the endorsement of the relevant CEO is required.

3 *All applications accompanied by the initial payment should be sent to:*

The Manager, Quality Systems

New Zealand Qualifications Authority

Box 160

WELLINGTON

4 *Ten copies of all documents are required. Fees and charges must be met in full by the applicant (see separate Fees and Charges list).*

5 *The closing date for new degrees, etc is 1 March (see page 6). For major changes to already approved degrees, etc see Appendix Three (page 27).*

6 *On receipt of an application and initial payment, a Qualifications Authority officer will analyse and evaluate the application.*

7 *An officer of the Qualifications Authority will discuss with the applicant and determine:*

- a time schedule for the approval and accreditation process;
- a mutually acceptable date for the proposed evaluation panel visit and a broad outline for the day's activities;
- the membership of the evaluation panel including the independent chairperson;
- estimation on costs for the process.

8 *Once panel members are chosen and notified, the applicant's documentary material, the Qualifications Authority course approval and accreditation document, along with briefing notes on the contractual responsibilities of panel members will be distributed. A pro forma will be included seeking written response from panel members on their initial evaluation of the documentary material. Further documentary information may be requested from the applicant.*

Finally, a briefing document including an analysis by the officer will be given to panel members and to the applicant prior to the evaluation visit.

9 *The evaluation visit will be held over two days, following a briefing meeting on the evening immediately previous, and will be in two parts:*

Part 1 Final evaluation of the course proposal

On the first day the panel will meet with the course presenters to seek clarification or discuss points arising from the application.

At the conclusion of the day the panel should be prepared to make some summary in respect of course approval and accreditation.

Part 2 Evaluation visit

The second day considers the capacity of the applicant to provide the courses under consideration. The following elements are necessary in an evaluation visit:

- a short meeting with senior management to review quality management policy, general support and resource issues. Subsequently, the visit centres on the teaching, including the course leader and tutorial team. Managers not directly involved in the teaching process are not required;
- a tour of facilities;
- a meeting with students, preferably from the relevant field of study;
- a meeting with members of the course teaching team with significant input, to discuss the course generally (for example, learning outcomes, course structure, teaching and learning methods, assessment procedures, resources);
- a private meeting time for the evaluation panel;
- detailed curriculum discussions, with the panel splitting up to work on their specialisations as necessary. All teaching staff should be available in this period;
- a short meeting with a course committee or advisory group if one exists.

10 *At the conclusion of the evaluation visit, the panel will set any conditions on the approval and/or accreditation on which the applicant is required to respond and the date by which the response should be received;*

11 *After receiving a satisfactory response from the applicant, the panel will sign the following recommendation:*

PANEL RECOMMENDATION TO THE NEW ZEALAND QUALIFICATION AUTHORITY

The panel will conclude its report by considering whether it is able to recommend:

"that [applicant] *be accredited and authorised by the New Zealand Qualifications Authority to offer the degree (or postgraduate qualification) of* _____ *as an award that satisfies the requirements of s254(3)* and s264(3) of the Education Act 1989 and its amendments and the approval and accreditation rules and procedures established by the Authority under s253(d) and (e) of the Act".*

12 *The New Zealand Qualifications Authority Board will:*

- approve or not approve the course as a degree or postgraduate qualification;
- accredit or not accredit the applicant to offer the degree or postgraduate qualification.

13 *The New Zealand Qualifications Authority Board will consider the recommendations and for successful applications appoint external monitors from nominations supplied by the applicant with the initial application.*

14 **ONGOING MONITORING**

See Monitoring Non-University Degree Programmes, *New Zealand Qualifications Authority, February 1992.*

** "(3) The Authority shall not consent to the granting of an award that is described as a "degree" unless it is satisfied that the award recognises the completion of a course of advanced learning that:*

(a)is taught mainly by people engaged in research; and

(b)emphasises general principles and basic knowledge as the basis for self-directed work and learning".

APPENDIX TWO

ACADEMIC REGULATIONS

A comprehensive and concise set of academic regulations must be available for every degree course, and for every other course for which a degree is the normal prerequisite (e.g. a postgraduate diploma). The usual practice is for such regulations to be publicly available in the Calendar or similar publication of the institution or establishment.

No single format for Academic Regulations is prescribed by the Qualifications Authority. The topics usually included are listed below, and institutions and establishments are urged to use a consistent internal format for all their qualifications.

Academic Regulations must be read in conjunction with the detailed information given about particular courses in Prescriptions, Prospectuses, Handbooks etc. The specific publications in which such information is available should be indicated in the Academic Regulations so that readers will know where to seek it.

The Academic Regulations for a particular qualification often have to be read in conjunction with General Academic Regulations and Examinations Regulations applying to the institution or establishment as a whole. The Academic Regulations should indicate where these are to be found.

The Gazetted Criteria (*NZ Gazette, 15 October 1992*) specify certain essential matters to be included in Academic Regulations:

- requirements for admission;
- credit for previous study;
- recognition of prior learning;
- course structure;
- assessment procedures;
- the normal progression.

Other matters that should be included in Academic Regulations for particular qualifications, or be noted there as being covered in Examination or other General Regulations of the institution or establishment are:

- The summary schedule of courses for the degree;
- Requirements in addition to satisfactory completion of assessments (e.g. attendance, practical work);
- Definitions of the terms *pre-requisite, co-requisite, restricted pairings* of courses etc.;
- Maximum course load or similar provisions;
- Any rules regarding unsatisfactory progress, restricted passes, time limits for completion, withdrawal and re-admission;
- Any provisions for compensation passes, passes as a whole despite failure in a section of the course, special or supplementary examinations and assessments;
- Aegrotat and compassionate pass arrangements;
- Any transition arrangements from earlier regulations, or from a superseded programme;
- Criteria for the award of degrees in classes of Honours, or with Merit or Distinction.

APPENDIX THREE

AMENDMENTS TO QUALIFICATIONS AUTHORITY DEGREE AND POSTGRADUATE QUALIFICATIONS ALREADY APPROVED

Amendments to degree or postgraduate qualifications already approved are classified in the following categories:

1 MINOR CHANGES

Minor changes that are the responsibility of the provider include:

- modifications of the prescriptions for continuing courses that do not affect their predominant character;
- additions or deletions of individual courses within the schedule of courses.

2 MAJOR CHANGES

2.1 CATEGORY A

Changes to the course regulations, schedule or prescriptions relating to:

2.1.1 the structure of the course of study and the course requirements (e.g. duration, core as opposed to optional, and grouping requirements, practical and fieldwork elements, minima and maxima of individual courses at different levels in the degree or postgraduate course, any provisions for award of honours, distinction);

2.1.2 admission and progression requirements (e.g. pre-requisites for entry to the degree or postgraduate course, and for advancement from one level to another);

2.1.3 assessment requirements of the degree or postgraduate course as a whole, including any concessions (e.g. pass as a whole provisions);

2.1.4 exemptions, cross-credits, credit transfer, accreditation of prior learning.

In respect of changes in the above category proposed within two years of the degree or postgraduate qualification having been initially approved, the Qualifications Authority will consult with the original panel and the appointed monitor(s). The Qualifications Authority will then make a decision on the submission in the light of the report arising from the consultation.

2.2 **CATEGORY B**

Changes that introduce a new principal subject, area or stream of specialisation. These will be treated as being comparable to an initial application and may be subject to scrutiny by a panel.

3 STANDARD FORMAT FOR SUBMISSION

The Qualifications Authority will require a submission from a provider where major change to an existing degree or postgraduate qualification is proposed.

In submitting proposed changes under 2.1 and 2.2, a standard format should be followed consisting of the following points:

3.1 The purpose of the proposal, in relation to the objectives of the degree or postgraduate qualification as a whole;

3.2 The detail of the proposed amendment to the Course Regulations, Schedule and Prescriptions (with page, clause and line references to the current degree or postgraduate course document);

3.3 The justification for the change on academic grounds (in relation to the relevant Approval Rules and Procedures);

3.4 The justification for the change in terms of the resources available to implement and sustain it (in relation to the relevant Accreditation Rules and Procedures).

4 CLOSING DATE FOR CHANGES

4.1 Applications for approval of **CATEGORY A** changes intended for introduction in the following year will be received until 31 July.

4.2 Applications for approval of **CATEGORY B** changes intended for introduction in the following year will be received until 1 March.

4.3 Any provider uncertain as to which category a proposed change belongs should contact the Manager, Quality Systems, New Zealand Qualifications Authority.

APPENDIX FOUR

DEFINITIONS OF DEGREE AND RESEARCH

The terms *degree* and *research* must be defined in relation to the requirement in the Act that a *degree* must be taught mainly by people engaged in *research*.

The following definitions have been developed by the Qualifications Authority. The emphasis in the definition of a degree is on taught degrees, ie: principally first or undergraduate degrees.

1 Degree:

A course of advanced learning that is taught mainly by people engaged in *research* and which emphasises general principles and basic knowledge as the basis for self-directed work and learning. Such courses provide students with a systematic introduction to a coherent body of knowledge, its underlying principles and concepts, associated usages and applications, and analytic and problem-solving techniques. Students develop the academic skills and attitudes needed to comprehend and evaluate new information, concepts and evidence from a range of sources, so that after completion they can continue to review, consolidate, extend and apply the knowledge gained in their degree studies. A course usually includes the provision of major studies in which a significant literature is available, course content is taken to a significant depth and knowledge is progressively developed to a level that provides a basis for postgraduate study.

2 Research:

Research activities play a vital role in creating and enhancing an environment in which the optimum teaching and learning processes occur, and in which staff and students are stimulated by the interplay of new ideas and the spirit of enquiry. Teaching is presented in an environment of developing and advancing knowledge, investigation, problem solving, critical evaluation, and an awareness of the limits of enquiry and understanding.

The definitions quoted below are generally considered by the academic community to describe activities which range as *research*, and which therefore qualify their practitioners as degree-level teachers. They draw on the Policy Statement of the U.K. Council for National Academic Awards : *Research and Related Activities*, CNAA, 1984. This document discusses fully each category of research activity. These activities *foster the spirit of enquiry, the concern for ideas and their application, the confidence to investigate and solve problems, and the recognition of the advancing nature of knowledge and practice*. They are conducted in accordance with recognised ethical standards and are open to peer and public scrutiny.

All research activities should include the regular function of making available their outcomes by publication, performance, demonstration or other appropriate means.

3 Basic or Fundamental Research:

Creative investigation (experimental, descriptive or theoretical) conducted primarily to acquire new knowledge of the underlying foundations or inter-relations of phenomena and observable facts within their own field, or in relation to other areas of study.

4 Applied Research:

Original investigation undertaken in order to acquire scientific and technical knowledge, directed primarily towards a specific practical aim or objective and which can be seen to have a direct application and benefit to the community, both at local and national level.

5 Consultancy:

A variant of applied research, emphasising short-term engagement on particular problems where a specific outcome is envisaged and based on the in-depth application of analytic and investigative skills.

6 Creative Work:

The pursuit by academic staff of creative activity in the arts that has an enlivening effect on the teaching of their subjects.

7 Development:

Systematic activity, drawing on existing knowledge gained from research and/or practical experience, which is directed at producing new materials, products and devices, installing new systems, processes and services, or to improving substantially those already produced or installed.

8 Professional Practice:

Links with consultancy and applies to certain well-defined professions. Where this activity is conducted at a sufficiently high level, it has a valuable function in staff development and allows teaching to be informed by a knowledge of current practices and real situations.

9 Research and Development:

Creative work undertaken on a systematic basis to increase knowledge, and the use of this knowledge to devise new applications.

10 Scholarship:

Shares with research the aim of expanding boundaries of knowledge in the disciplines concerned. It is concerned with the deepening of understanding of ideas and materials (for instance in the arts and humanities) rather than, for the most part, the advanced study of entirely new subject matter.

APPENDIX FIVE

EXTRACT FROM CODE OF PRACTICE ON POST-GRADUATE TRAINING AND RESEARCH

Based on the *Code of Practice on Post-Graduate Training and Research*, UK Committee of Vice-Chancellors and Principals, July 1986

1 When a student has accepted the offer of admission, a statement setting out the policy of the university regarding the responsibilities and duties both of the supervisor and of the student should be sent to both. The purpose of the statement is to establish clear and explicit mutual expectations and so to minimise the risks and problems of personality clashes, inadequate supervision, or unsatisfactory students. It is of great importance that the supervisory relationship should be fully discussed.

2 The statement should indicate that the responsibilities of the supervisor include:

2.1 Giving guidance about the nature of research and the standard expected, about the planning of the research course, about literature and sources, attendance at taught classes, about requisite techniques (including arranging for instruction where necessary), and about the problem of plagiarism;

2.2 Maintaining contact through regular tutorial and seminar meetings, in accordance with faculty or departmental policy and in the light of prior discussion of arrangements with the student;

2.3 Being accessible to the student at other appropriate times when advice is needed;

2.4 Giving detailed advice on the necessary completion dates of successive stages of the work so that the whole may be submitted within the scheduled time;

2.5 Requesting written work as appropriate, and returning such work with constructive criticism and in reasonable time;

2.6 Arranging as appropriate for the student to talk about the work to staff or graduate seminars, and to have practice in oral examinations;

2.7 Ensuring that the student is made aware of any inadequacy of progress or of standards of work below that generally expected, well in advance of the completion date.

3 Particular care needs to be taken with overseas students who may need in the early stages very frequent contact, and often advice, of a seemingly elementary kind. The assistance needed may include help with language problems and advice about language training where necessary.

4 The statement should indicate that the responsibilities of the student include:

4.1 Discussing with the supervisor the type of guidance and comment found most helpful, and agreeing upon a schedule of meetings;

4.2 Taking the initiative in raising problems or difficulties, however elementary they may seem;

4.3 Maintaining the progress of the work in accordance with the stages agreed with the supervisor, including in particular the regular presentation of written material as required in sufficient time to allow for comments and discussion before proceeding to the next stage;

4.4 Providing annually a brief formal report to the head of department through the supervisor;

4.5 Deciding a suitable submission date, taking due account of the supervisor's opinion that is, however, advisory only.

5 Also included in the statement should be information about the procedures by which representation may be made to the head of department or other designated officer if a student feels that the work is not proceeding satisfactorily for reasons outside the student's control. It is important to make it clear that if the student feels that an effective working relationship is not being established with the supervisor these procedures provide the means whereby the possibility of a change of supervisor can be discussed. It is necessary that the procedures should operate expeditiously to avoid loss of time in regard to the research or its funding.

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